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ABSTRACT

This subunit on Western Europe is one of four resource units for an eleventh grade area studies course. One section of the subunit contains an introduction and the other the geography of Western Europe. The introduction contains objectives, an outline of content, teaching procedures, and instructional materials. The geography section focuses upon regionalization and criteria which might be used in separating Western Europe from other parts of the world as well as in regionalizing Western Europe itself. The geography section also reviews and develops further a number of transferable generalizations which are applied in later units. The double-page format with related objectives, content, and teaching procedures is used. The teacher's guide to the entire course is SO 006 320; other subunits on Western Europe are SO 006 321 and SO 006 323. (Author/KSM)

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Grade Eleven
Unit: Western Europe

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Resource Unit

WESTERN EUROPE

1. Introduction
2. Geography

SO 006 322

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1968

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OBJECTIVES FOR INTRODUCTION

This introductory section should make progress toward developing the following

GENERALIZATIONS

1. The world is a community of interdependent countries. (Important political happenings in one part of the world affect other parts.)

2. The international system may be looked at as a series of power relationships.

3. There are many sources or bases of national power in dealing with other nations. Differences in population, resources, and industrial capacity are reflected in differences in national power.

4. Nations may pool their national power behind common goals in varying systems of alliances and combinations.

5. Culture traits are spread by a process of diffusion. (The migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

ATTITUDES

1. Is curious about social dat

2. Feels a sense of responsibi ing informed about current

3. Believes that the social sc contribute to men's welfare information and explanatory tions which help them achie goals.

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ATTITUDES

1. Is curious about social data.
2. Feels a sense of responsibility for keeping informed about current problems.
3. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.

OBJECTIVES	OUTLINE OF CONTENT
G. The world is a community of interdependent countries. (Important political happenings in one part of the world affect other parts.)	I. Western Europe has not only contri to U.S. culture, but what happens can affect the lives of all Americ
A. IS CURIOUS ABOUT SOCIAL DATA.	
G. Culture traits are spread by a process of diffusion. (The migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.)	A. Much of our culture has come to Western Europe, and the basic s culture gives us a bond with th that area.

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OUTLINE OF CONTENT

I. Western Europe has not only contributed heavily to U.S. culture, but what happens there today can affect the lives of all Americans.

A. Much of our culture has come to us from Western Europe, and the basic similarity of culture gives us a bond with the peoples of that area.

TEACHING PROCEDURES	MATERIALS
1. Give an attitudes scale or a current public opinion poll on Western Europe in general or on France, Britain, or Germany. Discuss results briefly in class. If you use a current opinion poll, have pupils compare results of class with results of the poll of American public. Or ask pupils to take a word association test. They should put down the first three things they think of when you name Britain, France, and Western Europe. Make a list on the chalkboard. Discuss ideas which pupils seem to associate with Western Europe.	
2. Ask students to list the ten things about American life which they like the best. The chances are that you can show them that many of the things on their list can be traced back in some fashion to our heritage from Western Europe.	
3. Have pupils read Linton's essay on "Our Debt to Other Civilizations." Discuss: Which of the things mentioned by author come from Europe? What other things can you think of that may have come from Europe? What is the point of this essay?	In Locke and S When Peoples M
4. Prepare tables or graphs showing the national origins of U.S. population. What does it indicate about the U.S. relationship with Western Europe? What does it probably mean about the kind of cultural similarities or differences which we are likely to find between the U.S. and western European countries? Why? Point out that pupils will find out more about them during this unit.	Broom and Selz pp. 337, 338.

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A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

G. The international system may be looked at as a series of power relationships.

G. Nations may pool their national power behind common goals in varying systems of alliances and combinations.

B. Western European countries are ou allies in the Cold War struggle.

OF RESPONSIBILITY
NFORMED ABOUT CUR-

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f alliances and com-

B. Western European countries are our major allies in the Cold War struggle.

5. Ask the pupils to assume that each has won a contest which will pay his way for three months to some foreign country. Where would they like to go? Why? Tabulate class results and have pupils figure out the proportion of the class which has named some country in Western Europe. Have pupils ask parents this question, too, and summarize the results of the survey. It is probable that many will list some Western European country. If so, discuss reasons why it tends to rank high.

6. Point out that until this century, and even until World War II, people frequently talked about European domination of the world and often spoke of world history as the history of Europe. Most world history courses still focus upon Europe. Why do pupils think this might be true?

7. Have pupils follow the newspapers for two days to locate news items about Western Europe. Ask them to make a list of topics dealt with and to place a cross before those which have to do with problems which might affect the U.S. Discuss in class, trying to bring out the importance of Western Europe in world affairs and to the U.S. Point out, if necessary, the alliances we have with many of these countries.

8. Have pupils make a list of the ten most important problems which they think confront the U.S. Make a combined list on the board with items ranked in terms of class results. How many of these problems have to do with foreign affairs? How many have to do with Western Europe?

G. There are many sources or bases of national power in dealing with other nations. Differences in population, resources, and industrial capacity are reflected in differences in national power.

C. Taken as a bloc, Western Europe ca
nearly as much as the U.S. and mor
the Soviet Union. It holds the ba
industrial power between the U.S. a
communist countries.

G. The world is a community of interdependent countries.

D. Western European countries are amo
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C. Taken as a bloc, Western Europe can produce nearly as much as the U.S. and more than the Soviet Union. It holds the balance of industrial power between the U.S. and the communist countries.

a community of inter-
untries.

D. Western European countries are among our best customers and produce many goods which we wish to buy.

the Soviet Union? China? India? If pupils have listed any problems related to communist countries, can they ignore Western Europe as they deal with these problems? Why or why not?

9. Ask: How many of you have had relatives who served in World War II? How many served in Europe? How many have relatives or friends serving in the armed forces today? Are there any of them stationed in Western Europe? Why do you think the U.S. considers Western Europe important enough to have fought major wars there and to have soldiers stationed there today?

10. Prepare a bulletin board display which is divided into three parts. One should represent the U.S., one the U.S.S.R. and China, and one Western Europe. Then use graphs to compare current figures on military strength, industrial strength, population, and resources for these three areas of the world. Perhaps include an equal-area map of the world with these three areas colored in different colors (Or include an overlay map, showing only outlines of areas.) Discuss: Why is Western Europe important to the U.S.?

11. Project a table showing American exports and imports. Ask: How does Western Europe rank among the areas as a consumer of our goods? As a producer of goods which we import?

    Perhaps have some students interview the person in charge of purchasing in a local department store. He should find out how many products from Western Europe are sold in the store and which Western European products have the best sales.

For current
World Almana

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For current data, see World Almanac.

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A. BELIEVES THAT THE SOCIAL SCIENCES CAN CONTRIBUTE TO MEN'S WELFARE BY PROVIDING INFORMATION AND EXPLANATORY GENERALIZATIONS WHICH HELP THEM ACHIEVE THEIR GOALS.

E. The U.S. is faced with a number ing policy questions about our with Western Europe.

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ACHIEVE THEIR GOALS.

E. The U.S. is faced with a number of perplexing policy questions about our relations with Western Europe.

12. Invite someone who has visited Western Europe recently to come to class to discuss why he thinks the area is important to the U.S.

13. Have pupils follow newspapers, magazines and television news broadcasts to identify current foreign policy issues related to Western Europe and particularly to U.S. relations with Western Europe. List the major ones on the chalkboard. Discuss: If you were Secretary of State, what kinds of information would you want to find out before making up your mind about what policies the U.S. should follow in relationship to this issue?

    What do you think social scientists can discover by studying Europe other than things about Europe itself? What are the advantages of making comparative studies of different societies in the world?

14. Give pupils an overview of the unit on Western Europe. Also give them a list of possible individual and small group projects for the sections on geography and history. Let them indicate their first three choices, and make assignments the next day.

OBJECTIVES FOR THE SUB-UNIT ON GEOGRAPHY

This unit should make progress toward developing the following:

GENERALIZATIONS

1. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

   a. Geographic features and even the extent of continents are defined by man.

   b. Political boundaries are man-made and frequently do not follow any natural physical boundaries.

   c. The significance of location depends upon cultural developments both within and outside of a country or region.

   d. Whether or not a country's size provides more advantages or disadvanges depends upon the problems the inhabitants face at a particular time, upon their goals, and upon their level of technology.

2. Phenomena are distributed unevenly over the earth's surface, resulting in great diversity or variability from one place to another. No two places are exactly alike.

3. Temperature is affected b
   from the equator, distanc
   water bodies, prevailing
   ical features which block
   tain directions.

4. Rainfall is affected by c
   large bodies of water, wi
   temperature, air pressure
   physical features which b
   carrying moisture.

5. Soil type in a particular
   by the type of basic rock
   the climate; vegetation;
   wind, and glaciation whic
   and by how man treats the

6. The topography of a regio
   limitations, given a spec
   technology.

   a. The terrain affects
   which different types
   activity can be carr

   b. In general, men carry
   tivites on plains tha
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a are distributed unevenly earth's surface, resulting diversity or variability from e to another. No two places tly alike.

3. Temperature is affected by the distance from the equator, distance from warm water bodies, prevailing winds, and physical features which block winds from certain directions.

4. Rainfall is affected by distance from large bodies of water, wind directions, temperature, air pressure systems, and physical features which block winds carrying moisture.

5. Soil type in a particular place is affected by the type of basic rock in the region; the climate; vegetation; erosion; water, wind, and glaciation which moves soil; and by how man treats the soil.

6. The topography of a region may set up limitations, given a specific level of technology.

   a. The terrain affects the ease with which different types of agricultural activity can be carried on.

   b. In general, men carry on more activites on plains than in hills and more in hills than in mountains, except in the low latitudes.

7. An irregular coastline with many harbors and peninsulas facilitates maritime activities such as fishing and sea trade with other places.

8. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, or cheap labor, etc.

   a. Differing crops need differing amounts of rainfall and differing temperatures and number of frost-free days in order to grow.

9. Inland water routes provide cheaper transportation for heavy goods than do railroads, trucks, or planes.

10. People in most societies of the world depend upon other communities, regions, and countries for goods and services and for markets for their goods.

11. A region is an area of one or more homogeneous features and differs in significant respects from adjoining areas. The core area is highly homogeneous, but there are transitional zones where boundaries are drawn between different regions.

    a. Regions are delimited on many different bases, depending upon the the purpose of the study. Some are delimited on the bas single phenomenon, some sis of multiple phenomen on the basis of function ships.

12. Geographers seek information on the earth's surface which them to compare, synthesize, alize about these areas.

13. Culture traits may change th cess of diffusion.

SKILLS

1. Sets up hypotheses.

2. Tests hypotheses against dat

3. Generalizes from data.

4. Differentiates between small large-scale maps and knows w each.

5. Draws inferences from maps.

   a. Draws inferences from a of different map pattern same area.

6. Develops a system of regions particular purpose.

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ses, depending upon the
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are delimited on the basis of a single phenomenon, some on the basis of multiple phenomena, and some on the basis of functional relationships.

12. Geographers seek information about areas on the earth's surface which enables them to compare, synthesize, and generalize about these areas.

13. Culture traits may change through a process of diffusion.

SKILLS

1. Sets up hypotheses.

2. Tests hypotheses against data.

3. Generalizes from data.

4. Differentiates between small-scale and large-scale maps and knows when to use each.

5. Draws inferences from maps.

   a. Draws inferences from a comparison of different map patterns of the same area.

6. Develops a system of regions to fit a particular purpose.

SUB-UNIT ON GEOGRAPHY

OBJECTIVES	OUTLINE OF CONTENT
G. Geographic features and even the extent of continents are defined by man.	II. Man uses his physical environment in his cultural values, perceptions, an technology. A. Western Europe is defined cultura than by physical features; differ define it differently depending u purposes. 1. The continent of Europe itself sharp physical boundaries sett from Asia and even the Middle ly, geographers have defined t ent of Europe so it extends to t mountains. They have differed whether or not to include Tur
G. A region is an area of one or more homogeneous features and differs in significant respects from adjoining areas. G. Regions are delimited on many different bases, depending upon the purpose of the study. Some are delimited on the basis of a single	2. For the purposes of this study Europe will be defined as that Europe which is not under com trol; it will also exclude Tu is treated in this curriculum the Middle Eastern culture ar

SUB-UNIT ON GEOGRAPHY

OUTLINE OF CONTENT

eatures and even the
ntinents are defined

II. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

A. Western Europe is defined culturally rather than by physical features; different people define it differently depending upon their purposes.

1. The continent of Europe itself has no sharp physical boundaries setting it off from Asia and even the Middle East. Usually, geographers have defined the continent of Europe so it extends to the Ural mountains. They have differed as to whether or not to include Turkey.

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2. For the purposes of this study, Western Europe will be defined as that part of Europe which is not under communist control; it will also exclude Turkey, which is treated in this curriculum as part of the Middle Eastern culture area.

TEACHING PROCEDURES

MATERIALS

1. Have pupils look at a world map. Ask: How would you draw the boundaries of Europe? Why would you draw them there? Would you include Turkey or not? Why? Help pupils understand that different people may draw the boundaries somewhat differently, and that the line separating Europe from Asia at the Urals was a cultural decision. Ask: Why do you think most people have drawn the boundary at the Urals?

   World map.

   Ask: Can you think of any other physical features which might be defined differently by different people? (Perhaps use an example of some hilly section which is called a mountain by some people but not by others. Or ask pupils how they think some places such as the Sea of Galilee came to be defined as a sea. How does it differ from the Black Sea or the Mediterranean Sea? Where would pupils draw the boundary between the North Sea and the Atlantic Ocean? Why is the Gulf of Mexico called a Gulf but the Caribbean called a Sea? etc.) Help pupils understand that although there are certain general definitions for mountain, gulf or sea, men have applied these concepts somewhat differently when they originally named places and these names are still with us today.

2. Review what pupils learned in earlier grades about regions and regionalization. (Those who have come through the Center's curriculum should have studied the concept of region in the fifth grade course and should have reviewed it in either the 8th or the 9th grade when they studied the Middle East.) If pupils have not studied this concept earlier, use a number of activities, perhaps modified from the Center's fifth grade unit on An Overview to the United States in order to teach the concept of region and the idea of regionalization on the basis of different criteria

phenomenon, some on the basis of multiple phenomena, and some on the basis of functional relationships

5. Political boundaries are man-made and frequently do not follow any natural physical boundaries.

3. This area can again be divided gions in terms of different c

a. Political boundaries may c coincide with natural boun are the result of complex

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3. This area can again be divided into regions in terms of different criteria.

   a. Political boundaries may or may not coincide with natural boundaries. They are the result of complex historical, [illegible] factors. [illegible]

depending upon one's purpose.

Point out that for the purposes of this unit, Western Europe will be defined to exclude the communist countries of eastern Europe and to exclude Turkey but to include Greece. Ask: On what basis do you think this system of regionalization is made?

Say: During the course of this year, we are going to study four units on four different areas of the world: Western Europe, the U.S.S.R., China, and India. At this point, without any more study you would probably agree that the U.S.S.R., China, and India differ from each other enough to justify the separate study of each. You would also probably agree that Western Europe differs in some ways from these other regions. A real question can be raised however, as to whether the countries of Western Europe, as we have defined it, are enough alike in certain ways to call it one broad culture region, even though we may also subdivide it into smaller regions. You should try to decide as you study the rest of this unit whether or not you think Western Europe contains enough distinctive factors in common to set it off from the rest of the world and to justify including all of the parts within one so-called culture region.

3. Present the class with an outline map of Western Europe as defined above. This map should include Europe's major physical boundaries. Ask the class to draw what they believe would be logical political boundaries for European nations. Ask the students to forget, if possible, the actual boundaries of European nations as they may know them. Many pupils are likely to draw boundaries that will coincide with natural boundaries.

   Overhead Projec
   Transparency of
   map of Europe,
   major physical
   Dittoed copies
   map for distrib
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   Compare the above map with an actual political map of Europe. A good way to do this would be to superimpose

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n one's purpose.

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Overhead Projector.
Transparency of an outline map of Europe, showing the major physical boundaries.
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C. Sets up hypotheses.

G. Geographers seek information about areas on the earth's surface which enables them to compare, synthesize, and generalize about these areas.

b. Since political boundaries
low natural boundaries and
are so many countries, geog
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of regions which are alike
of a number of criteria.

G. A region is an area of one or more homogeneous features and differs in significant respects from adjoining areas. The core area is highly homogeneous, but there are transitional zones where boundaries are drawn between different regions.

G. Regions are delimited on many different bases, depending upon the purpose of the study. Some are de-

c. Many geographers distinguish
Northern Europe, Southern E
Western and Central Europe.
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three regions. Geographers
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such as Finland and Denmark.
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b. Since political boundaries do not follow natural boundaries and since there are so many countries, geographers tend to group countries into a small number of regions which are alike on the basis of a number of criteria.

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c. Many geographers distinguish between Northern Europe, Southern Europe, and Western and Central Europe. Some divide the last region into two or even three regions. Geographers also differ as to where they place certain countries such as Finland and Denmark. This unit will focus upon western and central Europe but will pay some attention to the other areas.

a transparency showing European political boundaries on the transparency of the physical map. In some cases, the boundaries drawn by the students will be similar to the actual political map, while in other cases they will be quite different.

map of Europe, d
same scale as th
Or,a physical-po
map of Europe.

Ask the class to attempt to explain why their idealized map is not the same as the actual political map of Europe. They will probably arrive at historical, cultural and geographic factors as explanations. Do not test these hypotheses at this time, but retain them for testing at appropriate times throughout the unit.

4. Show pupils a table which shows both area and population of each of the countries in Western Europe. Ask: How many of these countries have you never heard about before? How many countries are there in Western Europe? Why do you think there are so many in such a comparatively small area? Why do you think there are several small countries included in Western Europe? Would it be feasible for the class to study the geography of each of these countries? Examine a political-physical map once more. Do landforms change abruptly from one country to another? What might be done to save time in studying Europe?

Have a pupil p
in an almanac.

5. Project a map showing Western Europe divided up into the sub-regions mentioned in the content outline (See Deasy). Now project another map which uses a somewhat different system of regionalization. (e.g. Gottman divides Western Europe from Central Europe and includes Finland in Central Europe and Denmark in Western Europe. Deasy includes Finland in Northern Europe and Denmark in western-central Europe which he groups as one region.)

Deasy, et. al., W
tions, p. 323;
Gottman, A Geog.
pp. 111, 379, 517
maps);

Ask pupils to note the differences in the systems of regionalization. Say: As we study the geography of Europe

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map of Europe, drawn to the same scale as the map above. Or,a physical-political wall-map of Europe.

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a? Why do you think there are several small
cluded in Western Europe? Would it be feas-
class to study the geography of each of these
Examine a political-physical map once more.
change abruptly from one country to another?
e done to save time in studying Europe?

Have a pupil prepare from data in an almanac.

p showing Western Europe divided up into the
mentioned in the content outline (See Deasy).
another map which uses a somewhat different
gionalization. (e.g. Gottman divides Western
Central Europe and includes Finland in Cen-
nd Denmark in Western Europe. Deasy in-
d in Northern Europe and Denmark in western-
e which he groups as one region.)

Deasy, et. al., World's Nations, p. 323; Gottman, A Geog. of Europe, pp. 111, 379, 517 (separate maps);

o note the differences in the systems of re-
n. Say: As we study the geography of Europe

limited on the basis of a single pheonomenon, some on the basis of multiple pheonomena, and some on the basis of functional relationships.

G. Whether or not a country's size provides more advantages or disadvantages depends upon the problems the inhabitants face at a particular time, upon their goals, and upon their level of technology.

B. Western Europe as defined as a who
one-third the size of the U.S. and
one-third more people than does th
is less than half as large as the
of Australia. Obviously, size is
has made Europe important.

G. Temperature is affected by the distance from the equator, distance from warm water bodies, prevailing winds, and physical features which block winds from certain directions.

C. Western Europe's location has play
tant part in its development.

1. Its location in the middle lati
western part of the land mass n
ocean current has affected temp
precipitation.

a. Although much of Western Eur
north of the United States,
are mild.

the basis of a single
, some on the basis of
conomena, and some on
f functional relation-

not a country's size
re advantages or dis-
depends upon the prob-
habitants face at a
time, upon their goals,
eir level of technolo-

B. Western Europe as defined as a whole is about one-third the size of the U.S. and has about one-third more people than does the U.S. It is less than half as large as the continent of Australia. Obviously, size is not what has made Europe important.

is affected by the dis-
he equator, distance
ater bodies, prevailing
hysical features which
from certain directions.

C. Western Europe's location has played an important part in its development.

1. Its location in the middle latitudes on the western part of the land mass near a warm ocean current has affected temperature and precipitation.

   a. Although much of Western Europe lies north of the United States, temperatures are mild.

at greater length, try to decide what criteria were used in each system of regionalization and which of these systems seems best to you or what other system of regionalization you might prefer.

6. Do one of the following to clarify the size of Europe.

   a. Project an overlay showing Europe superimposed upon the maps of the U.S. and of Australia.

   b. Project a graph or mount a graph on the bulletin board to show the number of square miles in Western Europe, the U.S. and Australia.

   Now project a graph comparing the population of Western Europe and that of the U.S. and Australia.

   Ask: Does size seem to have been a factor in making Europe important? Is the population large enough to make it of importance? Why or why not?

7. Have pupils examine a map of the U.S. On what parallel is the major northern boundary of the country? On what parallel is Minneapolis? Washington D.C.? New York? Write these parallels on the chalkboard. Now have each pupil try to get a visual image of a map of the world. He should then decide whether each of a series of cities is north or south of the 49th parallel, Minneapolis, Washington D.C., New York. He might make a chart such as follows, using N or S to indicate whether the European city is north or south of the place in each column.

S. Sets up hypotheses.

1) Mild winter temperatur
largely to warm curren

heses.

1) Mild winter temperatures are due largely to warm currents of ocean

	49th parallel	Minneapolis	Washington D.C.	New York
London				
Paris				
Vienna				
Berlin				
Stockholm				
Madrid				
Athens				
Brussels				
Rome				

Now project a map or show the class a wall map on which these cities are located. They should check their own charts. How accurate were their guesses? The chances are that most of them have placed most of the cities further south than they are actually located.

Political-physi
Europe.

8. Project a map showing Western Europe superimposed upon a map of North America at the appropriate latitudes. Ask: What do you notice about the general location of Europe and the U.S. in terms of latitude?

e.g. See Wheele
Regional Geog.
p. 43. (If this
block out easte
Deasy, et.al.,
p. 319.

9. Show pupils a temperature chart of average January and July temperatures in a number of key cities in Europe.

49th parallel	Minneapolis	Washington D.C.	New York

a map or show the class a wall map on which are located. They should check their own accurate were their guesses? The chances t of them have placed most of the cities h than they are actually located.

Political-physical map of Europe.

showing Western Europe superimposed upon a America at the appropriate latitudes. Ask: notice about the general location of Europe in terms of latitude?

e.g. See Wheeler, et.al., Regional Geog. of the World, p. 43. (If this map is used, block out eastern Europe.) Deasy, et.al., World's Nations, p. 319.

a temperature chart of average January and tures in a number of key cities in Europe.

G. Temperature is affected by the distance from the equator, distance from warm water bodies, prevailing winds, and physical features which block winds from certain directions.

water and prevailing weste
While these effects are fe
largest extent near the s
are felt to some degree i
of Europe.

2) Westerly winds which pass
ocean bring cool air to t
near the ocean; thus summe
atures are moderated excep
Mediterranean area where
erlies do not penetrate be
a summer high pressure sy

3) Temperatures in mountain
cooler than those at lowe
the mountains also shield
southern Europe from cold
the north in winter time.

affected by the dis-
equator, distance
bodies, prevailing
cal features which
certain directions.

water and prevailing westerly winds. While these effects are felt to the largest extent near the sea, they are felt to some degree in all parts of Europe.

2) Westerly winds which pass over the ocean bring cool air to the lands near the ocean; thus summer temperatures are moderated except in the Mediterranean area where the Westerlies do not penetrate because of a summer high pressure system.

3) Temperatures in mountain areas are cooler than those at lower elevations; the mountains also shield parts of southern Europe from cold air from the north in winter time.

Have pupils compare these with temperatures in U.S. or Canadian cities on the same parallel or with cities of about the same average January temperatures which are much further south. Ask: Is Europe warmer or colder than parts of central and eastern North America at the same latitudes in January? in July? What reasons can you think of for these differences? (Let pupils set up hypotheses but do not check at this point.)

Show pupils a map indicating ocean currents along the European coast. Ask: What effect do you think these currents might have upon temperatures? Why? If pupils have come through the Center's fifth grade course, they may remember and apply what they learned there about the influence of warm water currents. If not, you may wish to use some of the experiments suggested in the 5th grade Overview to the United States in order to develop these ideas.

World Atlas.

10. Now show pupils a map of Europe showing January temperatures and July temperatures. Which parts are warmest? Coldest? Why do you think there are these differences? How can you account for the fact that in Spain some of the areas further south are colder than those further north? How can you account for the fact that some of the land just north of Italy and in northern Italy is colder than land in northern France? (Let pupils set up hypotheses without checking at this time.)

Wheeler, et.al., Geog. of the Wor 45 or Gottman, G Europe, p. 11.

11. Show pupils physical map once more. If pupils had hypothesized that the mountains might have some effect on temperatures, let them compare the temperature maps with the map of landforms to check on their hypotheses. If not, have them look at the two maps and notice what happens to temperatures in areas of high elevation. Ask: What relationship do you see between elevation and temperature?

Physical map of

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ame average January temperatures which are
r south. Ask: Is Europe warmer or colder
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World Atlas.

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landforms to check on their hypotheses. If
hem look at the two maps and notice what hap-
mperatures in areas of high elevation. Ask:
ionship do you see between elevation and tem-

Physical map of Europe.

S. Tests hypotheses against data.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Rainfall is affected by distance from large bodies of water, wind directions, temperature, air pressure systems, and physical features which block winds carrying moisture.

b. Europe's rainfall is due larg
influence of relatively warm
of ocean water which wash the
shores of the continent. Pre
westerly winds bring consider
of moisture to the land.

1) Most European lowlands rec
more of precipitation duri
while a few highland areas
100 inches or more. The g
erage of precipitation in
is 20 to 35 inches; few ar
more than 40 inches per ye

a) The mountains receive m
than the lowlands becaus
force the winds up, coo
so that the air can no
as much moisture as bef

b) Some areas east of the m
receive less rain becaus
have dropped most of the
on the mountain tops or
side of the mountains.
of Europe are affected
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s against data.

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s against data.

fected by distance
es of water, wind
perature, air pres-
nd physical features
ds carrying moisture.

b. Europe's rainfall is due largely to the influence of relatively warm currents of ocean water which wash the western shores of the continent. Prevailing westerly winds bring considerable amounts of moisture to the land.

1) Most European lowlands receive 20" or more of precipitation during the year, while a few highland areas receive 100 inches or more. The general average of precipitation in the lowlands is 20 to 35 inches; few areas receive more than 40 inches per year.

a) The mountains receive more moisture than the lowlands because they force the winds up, cooling them so that the air can no longer hold as much moisture as before.

b) Some areas east of the mountains receive less rain because the winds have dropped most of the moisture on the mountain tops or western side of the mountains. Few areas of Europe are affected in this fashion.

12. Now have several pupils read from various text accounts to check on their hypotheses about the factors affecting temperature in Europe. They should report their findings to the class.

Wheeler, et.al., Geog. of the Wor 43; Gottman, Geo Europe, pp. 9-1

13. Have pupils examine a map of precipitation in Europe. Ask: How can you account for the differences in precipitation? (e.g. How can you account for differences in precipitation in the British Isles? How can you account for the much higher precipitation in parts of the interior of Western Europe rather than on the west coast of France, Spain, the Netherlands, etc? How do you account for the relatively small precipitation in eastern Spain and in certain interior sections of Scandinavia?)

e.g. Wheeler, et gional Geog. of p. 46.
Snyder, Western

veral pupils read from various text accounts their hypotheses about the factors affecting in Europe. They should report their findclass.

Wheeler, et.al., Regional Geog. of the World, pp. 42-43; Gottman, Geog. of Europe, pp. 9-12.

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e.g. Wheeler, et.al., Regional Geog. of the World, p. 46.
Snyder, Western Europe, p. 10.

2) In Western and Northern E
amount of moisture is amp
wide range of crops, beca
mild temperatures and hig
ic humidity. In Mediterr
conditions are less favor
that high summer temperat
excessive evaporation and
rain is concentrated in t
cause of the summer high
tem which turns aside the
which bring moisture from

S. Sets up hypotheses.

G. Culture traits may change through a process of diffusion.

2. Europe's location between other con
made it an important crossroad
cultures and has facilitated i
ment of trade.

2) In Western and Northern Europe the amount of moisture is ample for a wide range of crops, because of the mild temperatures and high atmospheric humidity. In Mediterranean Europe conditions are less favorable, in that high summer temperatures cause excessive evaporation and most of the rain is concentrated in the winter because of the summer high pressure system which turns aside the westerlies which bring moisture from the Atlantic.

neses.

s may change through a
fusion.

2. Europe's location between other continents has made it an important crossroads between cultures and has facilitated its development of trade.

Also ask: Do you think all of the areas in the zones marked with the same general amount of precipitation have equally good moisture for growing crops? Why or why not? Now show the class either a map of summer rainfall or a chart showing both total precipitation and the percent of precipitation which falls from April to September for a number of European cities. Discuss: How might you account for the differences in summer precipitation? What effects would these differences have upon available moisture for crops? In which parts of Europe -- areas of high summer precipitation or low summer precipitation -- would evaporation be higher? How would this affect agriculture?

For map, see Gott
of Europe, p. 27.

If pupils have come through the Center's fifth grade course, they should be aware of the effects of both westerly winds across warm ocean currents upon lands close to the ocean and the effects of high mountains upon moisture laden winds. If not, you may wish to modify and use one or more of the activities in the fifth grade Overview to the U.S. in order to teach these ideas in a concrete way.

Wheeler et.al., R
Geog. of the Worl

Be sure to have several pupils check pupils' hypotheses against text accounts. Unless you have a good science student in class, you may have to use a map of summer and winter air pressure zones and diagrams on the chalkboard to explain how the shifting high pressure system affects precipitation along the Mediterranean area.

For a discussion o
fects of air press
on the Mediterran
see Gottman, A Geo
Europe, p. 25; Mey
Strietelmeier, Geo
Society, pp. 127-

14. Quote Deasy and his co-authors to the effect that "One of the keys to Europe's success in exploiting its coastal configuration lies in the location of that continent on the Atlantic rather than on the Pacific, Arctic, or Indian Ocean...." These authors also state that Europe "possesses the great advantage of a land-centered location" between continents.

Quoted from Deasey
The World's Natio

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the same general amount of precipitation
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Wheeler et.al., Regional Geog. of the World, p. 43.

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For a discussion of the effects of air pressure systems on the Mediterranean area, see Gottman, A Geog. of Europe, p. 25; Meyer and Strietelmeier, Geog. in World Society, pp. 127-129, 499.

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to Europe's success in exploiting its coast-
ion lies in the location of that continent
ic rather than on the Pacific, Arctic, or
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he great advantage of a land-centered loca-
n continents.

Quoted from Deasey, et.al., The World's Nations, p. 320.

G. The significance of location depends upon cultural developments both within and outside of a country or region.

S. Sets up hypotheses.

G. Temperature is affected by ... distance from warm water bodies....

G. An irregular coastline with many harbors and peninsulas facilitates maritime activities such as fishing and sea trade with other places.

D. Europe's many peninsulas and indent
therefore seas extending into the la
have affected its climate, have pro
ful harbors, and have made almost a
of Europe close to the water. Euro
higher ratio of coastline to its to
mass than any other continent.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. The topography of a region may set up limitations given a specific level of technology.

G. In general, men carry on more activities on plains than in hills and more in hills than in mountains, except in the low latitudes.

E. Europe has a varied topography.

1. Mountains extend in an acute ang
and east from Gibraltar These
are very lightly populated.

a. The most rugged mountains ext
through Spain, southern Franc
land and northern Italy, and
Caucuses in eastern Europe.

b. Less rugged mountains extend
through Spain, are interrupte

nce of location de-
tural developments
nd outside of a
gion.

heses.

s affected by ...
warm water bodies....

coastline with many
eninsulas facilitates
vities such as fish-
rade with other places.

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ses against data.

y of a region may set
s given a specific
nology.

en carry on more activ-
ns than in hills and
than in mountains, ex-
ow latitudes.

D. Europe's many peninsulas and indentations (and therefore seas extending into the land mass) have affected its climate, have provided useful harbors, and have made almost all parts of Europe close to the water. Europe has a higher ratio of coastline to its total land mass than any other continent.

E. Europe has a varied topography.

1. Mountains extend in an acute angle northeast and east from Gibraltar These mountains are very lightly populated.

   a. The most rugged mountains extend east through Spain, southern France, Switzerland and northern Italy, and through the Caucuses in eastern Europe.

   b. Less rugged mountains extend northeast through Spain, are interrupted by the

Ask: Why do you think these authors think the location on the Atlantic rather than on these other waters has been very important? Why do you think they feel that its location between continents has been important? Do you think this location would necessarily have been an advantage if world history had been different? Do you think that the location almost predetermined what would happen in general outlines in the world's history? (Have pupils set up hypotheses which they should try to test as they study the rest of the unit on Western Europe.)

15. Have pupils examine large wall maps or projected maps of Europe, North America, Africa, and Asia. Ask: How does Europe's coastline differ from the coastlines of the other continents? What effects do you think this type of coastline might have had upon how people have lived in Europe? Upon climate? (Let pupils set up hypotheses to test later.)

Wall maps or tra
maps of Europe,
ica, Africa, and

16. Have pupils look once again at a physical map of Europe. Point out Gottman's description of the major mountains along an acute angle running northeast and east from Gibbraltar. Now have them identify the major plain area, the smaller plains regions, and the hilly regions. Ask: How do you think this topography might affect how people live? Population densities?

Physical map of E

Have pupils compare this map with a map of population density. Ask: Were you right about population densities in these different types of topographical areas? Are all plains areas heavily populated? Why not? How might you account for the differences in population den-

For example, see
et.al., Regional
the World, p. 35,
man, Geog. of Eur

you think these authors think the location
tic rather than on these other waters has
portant? Why do you think they feel that
between continents has been important? Do
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Physical map of Europe.

compare this map with a map of population
k: Were you right about population densi-
e different types of topographical areas?
ns areas heavily populated? Why not? How
count for the differences in population den-

For example, see Wheeler, et.al., Regional Geog. of the World, p. 35, or Gottman, Geog. of Europe, p. 80.

G. Inland water routes provide cheaper transportation for heavy goods than do railroads, trucks or planes.

S. Sets up hypotheses.

S. Test hypotheses against data.

S. Differentiates between small-scale and large-scale maps and knows when to use each.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

ocean, appear again in weste
and in Scotland, are interup
by water, and appear again i

2. A great European plain extends
France eastward through Denmark
ern Germany and on into Poland
Smaller lowlands are found in o

3. A hilly region extends from the
plain south to the mountains.

4. Europe has many rivers.

a. Those in western and central
generally north or west into
tic and the Baltic Sea; they
extensively for navigation.

b. The Danube flows east to the

c. Some shorter rivers flow sou
Mediterranean.

d. Scandinavian rivers are shor
swiftly, and are used little
travel, but can be used to m

e. Some of the shorter and swif
are sources for water power.

F. European farmers have used land in
although agriculture differs by ty
ductivity in different places.

ocean, appear again in western England and in Scotland, are interupted again by water, and appear again in Norway.

2. A great European plain extends from western France eastward through Denmark, and northern Germany and on into Poland and Russia. Smaller lowlands are found in other places.

3. A hilly region extends from the northern plain south to the mountains.

routes provide cheaper
on for heavy goods
roads, trucks or planes.

theses.

ses against data.

es between small-scale
ale maps and knows when

4. Europe has many rivers.

   a. Those in western and central Europe flow generally north or west into the Atlantic and the Baltic Sea; they are used extensively for navigation.

   b. The Danube flows east to the Black Sea.

   c. Some shorter rivers flow south into the Mediterranean.

   d. Scandinavian rivers are short, flow swiftly, and are used little for boat travel, but can be used to move logs.

   e. Some of the shorter and swifter rivers are sources for water power.

physical environment
his cultural values,
and level of technol-

F. European farmers have used land intensively, although agriculture differs by type and productivity in different places.

sities on the northern plain? In the hill regions? In the mountains? Let pupils set up hypotheses to test later.

17. Project a map showing just the rivers in Europe. Ask: In what directions do most of the rivers flow? What are the exceptions? Why do you think no rivers are shown for Scandinavia? Have pupils look at a large map of Sweden. Are there any rivers? Why do you think they were omitted from the other map?

    Also ask: From what you know about the topography through which these rivers flow, which rivers would you expect to find used heavily for naviagtion? What would be the advantages of river transportation? Which would be poor for navigation? What other uses might there be for these shorter and swift rivers? Project a map showing hydroelectric plants in Europe. Also project a picture and a map showing the use of Scandanavian rivers to move logs.

A map of rivers, any in Scandinavi found in Deasy, e World's Nations, Wall map or atlas Norway.
For maps of hydro plants, see Deasy For pictures, see pp. 480, 483.

18. Tell the class that the soils of Europe have been built up by farmers to such an extent that it is not too important to study different soil types in Europe. By and large, soil in northern Europe is poor because of the scouring of the land by glaciation. Much of the original

the northern plain? In the hill regions? In
ins? Let pupils set up hypotheses to test

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for navigation? What other uses might there
se shorter and swift rivers? Project a map
droelectric plants in Europe. Also project
nd a map showing the use of Scandanavian riv-
e logs.

A map of rivers, omitting any in Scandinavia, can be found in Deasy, et.al., The World's Nations, p. 325.
Wall map or atlas map of Norway.
For maps of hydroelectric plants, see Deasy, p. 468.
For pictures, see Deasey, pp. 480, 483.

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rs to such an extent that it is not too im-
study different soil types in Europe. By and
l in northern Europe is poor because of the
f the land by glaciation. Much of the original

G. Soil type in a particular place is affected by the type of basic rock in the region; the climate; vegetation; erosion; water, wind, and glaciation which moves soil; and by how man treats the soil.

S. Sets up hypotheses.

S. Tests hypotheses against data.

1. Soils vary in their fertility too the quality of soil depends more man's use than upon the original

   a. Leaching has been less than i other parts of the world with precipitation because so much comes in extended drizzle rat downpours.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

   b. Much of the soil of Western a Europe was relatively poor, b have used the land intensivel used fertilizers and cultivat niques to add or maintain fer

2. Farmers in southern France have the hills.

3. The Dutch have reclaimed much la the sea and many other Europeans drained marshlands to add to the tive acres.

S. Sets up hypotheses.

G. Differing crops need differing amounts of rainfall and differing temperatures and number of frost-free days in order to grow.

4. Types of agriculture vary in par of physical conditions and in pa of cultural conditions.

5. Farms in Southern Europe are not tive as those in Western and Cen

particular place is
e type of basic rock
the climate; vegeta-
water, wind, and
ch moves soil; and by
the soil.

heses.

ses against data.

physical environment
is cultural values,
and level of technol-

heses.

ps need differing
infall and differing
and number of frost-
order to grow.

1. Soils vary in their fertility today but the quality of soil depends more upon man's use than upon the original type.

   a. Leaching has been less than in some other parts of the world with equal precipitation because so much of the rain comes in extended drizzle rather than in downpours.

   b. Much of the soil of Western and Central Europe was relatively poor, but farmers have used the land intensively and have used fertilizers and cultivation techniques to add or maintain fertility.

2. Farmers in southern France have terraced the hills.

3. The Dutch have reclaimed much land from the sea and many other Europeans have drained marshlands to add to their productive acres.

4. Types of agriculture vary in part in terms of physical conditions and in part because of cultural conditions.

5. Farms in Southern Europe are not so productive as those in Western and Central Europe.

soil of western and central Europe was rather sandy soil deposited by glaciers. However, some of the soil further south was much richer originally.

Ask: Would you expect much leaching in Europe? Why? Point out that much of the rain in northeastern Europe comes in the form of extended drizzling rain rather than heavy downpours. Would this type of rain tend to leach the soil as much as rains in areas of shorter but heavier downpours? Why? Quote Gottman on the degree of leaching.

Gottmann, Geog
p. 29.

Ask: Does Gottman support or contradict your hypothesis?

19. Now have a pupil present an oral report or a group of students present a panel discussion on Intensive Farming and Reclamation in Western and Central Europe.

Kohn and Drumm
Today, p. 308,
Gottmann, Geog.
pp. 29, 53-57,
Deasy, et.al.,
tions, pp. 405-

20. Ask: How would you expect farming to differ in Southern Europe from Western and Central Europe? from Northern Europe? How would you expect it to differ in plains areas from highlands areas? Why? Point out that there is much dairying in Western Europe. What might account for such land-use?

stern and central Europe was rather sandy soil by glaciers. However, some of the soil further much richer originally.

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Gottman, Geog. of Europe, p. 29.

Gottman support or contradict your hypothesis?

pupil present an oral report or a group of resent a panel discussion on Intensive Farming ation in Western and Central Europe.

Kohn and Drummond, World Today, p. 308, 313-317; Gottmann, Geog. of Europe, pp. 29, 53-57, 256-260; Deasy, et.al., World's Nations, pp. 405-406, 412.

would you expect farming to differ in Southern n Western and Central Europe? from Northern ow would you expect it to differ in plains highlands areas? Why? Point out that there rying in Western Europe. What might account nd-use?

G. The terraine affects the ease with which different types of agricultural activity can be carried on.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Draws inferences from maps.

S. Draws inferences from a comparison of different map patterns of the same area.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Europe is densely populated.

1. Even rural areas are much more de
ulated than in the United States.

2. In general, more people live on p
in hills and more in the hilly re
in the mountains; however, taken
each of these types of landforms
ed unevenly.

a. Coal mining areas and industri
are densely populated.

b. The mountain regions of northe
are less densely populated tha
where people have developed in
tourist centers as well as co
industry.

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ypes of agricul-
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from maps.

G. Europe is densely populated.

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from a comparison
patterns of the

2. In general, more people live on plains than in hills and more in the hilly regions than in the mountains; however, taken separately, each of these types of landforms is populated unevenly.

ical environment
ultural values,
level of technol-

a. Coal mining areas and industrial regions are densely populated.

b. The mountain regions of northern Europe are less densely populated than the Alps where people have developed important tourist centers as well as considerable industry.

Now have a group of students present a symposium contrasting agriculture in Europe in terms of: (1) type of agricultural activity, and (2) farm productivity and wealth.

Kohn and Drummond
Today, ch. 22.

21. Have pupils compare population density maps for rural areas of the U.S. and rural areas of Europe. Which is more densely populated? Why?

22. Have pupils compare a population density map, a map of physical topography, a map of mineral resources, a map of economic activities, and a map of industrial centers. What relationships do they see in how different types of topography are settled? in how different places with the same general type of topography are used?

Now have a pupil report on economic activities in Switzerland.

Kohn and Drummond
Today, pp. 292-93
map), p. 30 ff (p
p. 315 (ec. activ
(industrial regio
and iron deposits
Wheeler, et.al.,
of the World, p.
tion);
Gottman, Geog. of
p. 80 (population
(industry and popu
Deasy, et.al., Wo
tions, p. 329 (pop
p. 327 (industry)
For a description
activities in Swit
see Gottmann, ch.

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l activity, and (2) farm productivity and

Kohn and Drummond, World Today, ch. 22.

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pe of topography are used?

l report on economic activities in Swit-

Kohn and Drummond, World Today, pp. 292-93 (physical map), p. 30 ff (population), p. 315 (ec. activity), p.329 (industrial regions and coal and iron deposits).
Wheeler, et.al., Reg. Geog. of the World, p. 35 (population);
Gottman, Geog. of Europe, p. 80 (population), p. 106 (industry and population);
Deasy, et.al., World's Nations, p. 329 (popul.), p. 327 (industry);
For a description of economic activities in Switzerland, see Gottmann, ch. 9.

G. People in most societies of the world depend upon other communities, regions, and countries for goods and services and for markets for their goods.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills or cheap labor, etc.

H Europe as a whole is an industrial
although some parts have very litt
dustry. Most European countries d
heavily upon trade.

S. Generalizes from data.

G. A region is an area of one or more homogeneous features and differs in significant ways from adjoining areas. The core area is highly homogeneous but there are transitional zones where boundaries are drawn between different regions.

The different sub-regions of Europ
tinguished by a combination of phy
tures, economic activity and level
and other cultural features.

1. Western and Central Europe is m
Industrialized and urbanized th
other regions; it also has high
of living than southern Europe
of northern Europe.

2. Northern Europe depends more up
and sea products than the other
gions; however, there is some in
In general high levels of livin

3. Southern Europe depends more up
tural products than upon indust
est products.

4. Both northern and western-centr
depend heavily upon trade with
tries.

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undaries are drawn be-
t regions.

The different sub-regions of Europe are distinguished by a combination of physical features, economic activity and level of living, and other cultural features.

1. Western and Central Europe is more highly industrialized and urbanized than the other regions; it also has higher levels of living than southern Europe and parts of northern Europe.

2. Northern Europe depends more upon timber and sea products than the other two regions; however, there is some industry and in general high levels of living.

3. Southern Europe depends more upon agricultural products than upon industry or forest products.

4. Both northern and western-central Europe depend heavily upon trade with other countries.

23. Have pupils read a general description of industrial development and trade in Europe. They should note the major industrial areas such as the Ruhr, Saar, Lorraine, the Midlands of England, the Po Valley, the Central lake districts in Sweden, and the Belgium-Netherlands industrial districts. They should also identify areas which have little industry.

    Discuss: What factors have contributed to industrial development in Europe? How has Sweden made up for the lack of coal? What kinds of industrial specialities are found in Europe? How do different parts of Europe compare in industrial development? Why is trade so important to most of Europe?

    Kohn and Drummond, Today, ch. 23.

24. Have pupils examine a chart showing the chief exports of European countries. Perhaps use Kohn and Drummond's suggestion of having them make a chart showing in three different columns those countries which export agricultural or fish products, those countries which export forest products and those countries which export machinery and metal products. You might have them omit from the chart the countries of eastern Europe which Kohn and Drummond include in their discussion of Europe. Or you could include them by way of comparison even though this unit does not include them within the area to be studied. Have pupils look at their charts and try to decide what they can learn from it about the countries within the different sub-regions of Europe.

    Kohn and Drummond, Today, p. 294 (tab major exports of e try).

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Kohn and Drummond, World Today, ch. 23.

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t about the countries within the differ-
of Europe.

Kohn and Drummond, World Today, p. 294 (table of major exports of each country).

S. Draws inferences from maps.

G. Phenomena are distributed unevenly over the earth's surface, resulting in great diversity or variability from one place to another. No two places are exactly alike.

G. Man uses his physical environment in terms of his cultural values, perceptions and level of technology.

25. Project a map showing differences in the number of calories consumed per capita per day. Ask: What does this map show us about living levels in different parts of Europe?

    Now project a map showing density of automobiles in use in Europe. What does this map illustrate about levels of living?

    Gottmann, Geog. o
    p. 88 (calories
    p. 90 (autos).

26. Have a pupilmake several maps using data but not the maps in Ginsburg's atlas to show differences in GNP per capita and in the number of physicians and dentists per 100,000 people. In making such maps, the pupil should set up his own system of grouping data to develop a system of colors or hatching to show differences. He should not try to use Ginsubrg's complicated type of map legend. Project these maps and have pupils try to decide whether or not such data supports their earlier tentative conclusions about differences in living levels in the different sub-regions of Europe.

    Ginsburg, Atlas o
    Development, pp.

27. Perhaps divide the class up into groups to study different sub-regions within Europe. You might have special groups to focus upon the United Kingdom, France, and Western Germany, since these countries will be studied in more detail than other parts of Europe in later sections of the unit. Also have several pupils make special study of Finland and Denmark which were included in different regions in the two systems of regionalization examined earlier. They should include data on culture and historical relationships. Each group might prepare a dittoed sheet which summarizes major physical features and economic activities in the region or country. Distribute the sheets to the class and have pupils compare them.

    e.g. Kohn and Dr
    Today; Wheeler,
    Geog. of the Wor
    et.al., World's
    mann, A Geog. o
    James and Davis,
    World.

showing differences in the number of cal- Gottmann, Geog. of Europe,
per capita per day. Ask: What does this p. 88 (calories map) and
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several maps using data but not the maps Ginsburg, Atlas of Economic
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within Europe. You might have special Today; Wheeler, et.al., Reg.
upon the United Kingdom, France, and Geog. of the World; Deasy
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S. Draws inferences from maps.

. Generalizes from data.

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4. Language groupings are not the b
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however, language and other cul
ditions do lead some geographers
Denmark with Northern Europe ra
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4. Language groupings are not the basis of these three sub-regions of Western Europe; however, language and other cultural traditions do lead some geographers to group Denmark with Northern Europe rather than with western and Central Europe which it resembles more in physical features and economic activity.

28. Have a pupil make maps using the data from Ginsburg's atlas to show differences in cultural factors such as adult literacy, daily newspaper circulation, and the number of people living in cities of 20,000 or over. In making such maps, the pupil should develop his own system of grouping data to develop a system of colors or hatching to show differences. He should not try to use Ginsburg's rather complicated type of map legend. Project these maps, one by one. Ask of each: Does this map show any important differences between different parts of Europe? Does the criterion shown on this map help differentiate the different sub-regions of Europe?

Ginsburg, Atlas of Development, pp.

29. Now ask: What differences do you see from one sub-region of Europe to another? Do these differences seem to arise primarily from physical features of the countries or from cultural factors? Would you include Denmark within the region of Western and Central Europe or within Northern Europe? Why? Where would you classify Finland? Why? Which of the regional groupings you looked at earlier do you think most useful? Why? What criteria seem to have been used in regionalizing Europe in this way?

30. Project a map of languages in Europe. Does language seem to be one of the criteria by which Deasey and his co-authors have regionalized Europe? Does it give any help in trying to decide why Gottmann included Denmark in Northern Europe rather than in Western and Central Europe which it resembles more in terms of economic activity? From what a pupil has included on the ditto sheet on Denmark, does there seem to be any other cultural factors which might lead Gottman to include Denmark with the Scandianvian countries of Northern Europe? If she focussed upon these criteria, where would she place Finland? Where has she placed it? Can you tell why?

Pounds and Kingsb
of European Affai

make maps using the data from Ginsburg's at- Ginsburg, Atlas of Economic
differences in cultural factors such as adult Development, pp. 38, 40, 34.
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lead Gottman to include Denmark with the
countries of Northern Europe? If she focuss-
e criteria, where would she place Finland?
e placed it? Can you tell why?

5. Religion has not been used as a
terion in distinguishing between
three sub-regions of Western Eur
it does help distinguish between
Europe as a whole and Eastern Eu
Russia and between all of Europ
key and the rest of the Middle E

S. Develops a system of regions to fit a particular purpose.

G. A region is an area of one or more homogeneous features and differs in significant respects from adjoining areas. The core area is highly homogeneous, but there are transitional zones where boundaries are drawn between different regions.

G. Regions are delimited on many differing bases, depending upon the purpose of the study. Some are delimited on the basis of a single phenomenon, some on the basis of multiple phenomena.

S. Generalizes from data.

G. Man uses his physical environment in terms of his cultural values, perceptions and level of technology.

K. Physical environment has not determ
man lives in Europe; nor does it ac
major differences between Western E
other areas of the world. To under
differences it is necessary to stud
tory of Europe and life in Europe.

5. Religion has not been used as a major criterion in distinguishing between these three sub-regions of Western Europe, but it does help distinguish between Western Europe as a whole and Eastern Europe and Russia and between all of Europe and Turkey and the rest of the Middle East.

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atures and differs in
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there are transitional
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K. Physical environment has not determined how man lives in Europe; nor does it account for major differences between Western Europe and other areas of the world. To understand these differences it is necessary to study the history of Europe and life in Europe.

31. Project a map of religions in Europe. What is the main overall religion of the people of Europe? Why might Turkey be excluded from the world region of Europe even though it has some land within what many people would include in the continent of Europe? Does the breakdown between Catholicism, Protestantism, and Greek Orthodoxy account for the system of regionalization presented by either Deasy or Gottmann?

Pounds and Kingsl
of European Affa

32. Remind pupils that they could regionalize Europe on the basis of any single criterion. How would they then regionalize Europe if they used religion as the criterion? How would they regionalize it if they used language families as the basis? How would they regionalize Europe if they used only two criteria: degree of urbanization and GNP per capita? What problems arise in drawing regional boundaries even with just one criterion or two? (Remind pupils that the map shows major religious groupings but not all of the intermixture which one would find in any country. Try to help them see how the drawing of regional boundaries becomes more difficult as one adds to the criteria being used. Review the meaning of core and transitional zones.) What areas would they consider transitional zones between the subregions defined by Gottmann or Deasy? Why?

33. Discuss: Does the physical environment determine the way in which man lives? Perhaps ask further questions to help pupils evaluate geographical determinism at this point. e.g. Is it always necessary for iron ore or coal to be present in an area for the development of industry? How can you explain the industrial development in the Po Valley? How can you explain the lack of major industrial centers in Spain which has both coal and iron?

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or Gottmann?

Pounds and Kingsbury, Atlas of European Affairs, p. 25.

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G. A region is an area of one or more homogeneous features and differs in significant respects from adjoining areas. The core area is highly homogeneous, but there are transitional zones where boundaries are drawn between different regions.

G. Regions are delimited on many differing bases, depending upon the purpose of the study. Some are delimited on the basis of a single phenomenon, some on the basis of multiple phenomena.

Do you think the United Kingdom would be the same today if it had been colonized by Chinese instead of Romans and Norsemen? Why or why not? (Don't try to get closure at this point. Rather, leave the discussion open-ended and suggest that pupils should test their ideas about the effects of physical environment throughout the rest of the unit and the year.)

(Note: The concept of environmental determinism will be analyzed and evaluated throughout the entire year. If pupils have come through the Center's curriculum for earlier grades, they should already be sceptical of geographic determinism. However, the idea should be reviewed here and tested further throughout the course.)

34. Ask: If you were making a scheme for the regionalization of the world, could you be justified in calling western Europe one region? (Essentially the class should attempt to decide, given their present knowledge, if Western Europe contains a distinctive combination of factors that sets it off from the rest of the world. Do not come to closure at this point, but retain the hypotheses developed by the class for checking throughout the rest of the year.)

Also ask: If you were developing world regions, would you be justified in including the United States and Canada in the same region as Europe? (The class should attempt to find similar factors, from their present knowledge, that would justify inclusion, and to find dissimilar factors that would deny the possibility of inclusion. Do not come to closure on the question at this point, but retain hypotheses for later checking.)

5. Test hypotheses against data.

35. Have pupils look at the list of hypotheses they developed earlier in this sub-unit on geography. Ask: Which of these do you think we can accept in the light of data we have found? Which do you think we should reject or modify? Why? Which cannot be accepted or rejected until we locate more data? What kinds of data do we need?

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THE GEOGRAPHY OF WESTERN EUROPE

Allan Kyle

Physical Features

Western Europe is a complex physical region. Europe, as it is generally interpreted, is a large penninsular extension of the Eurasian land mass. Western Europe is a series of islands and discontinuous smaller penninsulas appended to the core of the continent. The area of Western Europe thus has a unique configuration when compared with other large areas of the world. The area is characterized by the penetration of the sea deeply into the land mass at a large number of points. The Baltic Sea, North Sea, Bay of Biscay, the Mediterranean Sea, and the Adriatic Sea are major penetrations of the sea into the Continental area of Western Europe. This phenomenon has a profound effect on the climatic conditions throughout the area. Rather than latitude (the distance north of the equator) being the significant factor in climatic conditions, the penetration of large bodies of water is the dominating factor in Western European climate. As a result, climate has a west to east orientation rather than a south to north orientation. Two significant aspects are the result. First, in spite of the location of Western Europe in relatively high north latitudes, the climate is moderated by the proximity to large bodies of water throughout the area. This maritime influence gradually gives way to continental influence as the eastern reaches of Western Europe are approached. Second, the rainfall pattern discloses a similar gradually diminishing distribution of precipitation as the continent is penetrated by moisture-laden air from west to east. Most of the area is classified as "Marine-West Coast Climate" which gradually succumbs to a "humid continental" type as the easternmost areas are reached. In the southern part of Western Europe, conditions create a "Mediterranean" type climate which is characterized by hot dry summers and cool wet winters. Portugal, Spain, a narrow belt on the south coast of France, and Italy have this type of climate.

This over-simplified climatic survey is disrupted by the geological structure of the region. An ancient mountain building orogeny of Hercynian origin traverses Western Europe generally from the northwest in Norway and Sweden--south and southeast into Scotland, Ireland, northern England

a series of islands and discontinuous smaller penninsulas appended to the core of the continent. The area of Western Europe thus has a unique configuration when compared with other large areas of the world. The area is characterized by the penetration of the sea deeply into the land mass at a large number of points. The Baltic Sea, North Sea, Bay of Biscay, the Mediterranean Sea, and the Adriatic Sea are major penetrations of the sea into the Continental area of Western Europe. This phenomenon has a profound effect on the climatic conditions throughout the area. Rather than latitude (the distance north of the equator) being the significant factor in climatic conditions, the penetration of large bodies of water is the dominating factor in Western European climate. As a result, climate has a west to east orientation rather than a south to north orientation. Two significant aspects are the result. First, in spite of the location of Western Europe in relatively high north latitudes, the climate is moderated by the proximity to large bodies of water throughout the area. This maritime influence gradually gives way to continental influence as the eastern reaches of Western Europe are approached. Second, the rainfall pattern discloses a similar gradually diminishing distribution of precipitation as the continent is penetrated by moisture-laden air from west to east. Most of the area is classified as "Marine-West Coast Climate" which gradually succumbs to a "humid continental" type as the easternmost areas are reached. In the southern part of Western Europe, conditions create a "Mediterranean" type climate which is characterized by hot dry summers and cool wet winters. Portugal, Spain, a narrow belt on the south coast of France, and Italy have this type of climate.

This over-simplified climatic survey is disrupted by the geological structure of the region. An ancient mountain building orogeny of Hercynian origin traverses Western Europe generally from the northwest in Norway and Sweden--south and southeast into Scotland, Ireland, northern England and into central France. This mountain chain has been gradually worn away by erosion and the glacial icesheets that periodically covered much of the region in several ancient periods. The most recent orogeny is represented by the Alpine System of mountains which traverse the region from

west to east. This system extends from the Pyrenees in northern Spain and southern France through Switzerland, Austria and into the Balkans. The mountain chains have destroyed any sense of climatic continuity described previously. Close examination must be made when local patterns of climate are considered.

The terrain pattern formed by mountains and outlying hills reveals one of the major physical assets of Western Europe. The drainage networks of Western Europe form the valuable river system. Navigable rivers make essential connections with the sea even in land-locked areas. The river systems flow in all directions. The Rhine and its tributaries, the Elbe, the Weser, the Seine, the Loire, and the Garoone rivers give inland connections to the western seaboard. The Rhine and Po rivers are southern outlets into the Mediterranean and the Adriatic. The Oder flows north into the Baltic and the Danube is an eastward flowing outlet to the Black Sea.

In much of Western Europe the natural vegetation has been long removed by inhabitants of the area; time and man's efforts have developed a modified vegetation pattern. The natural vegetation distribution includes grassland coupled with broadleaf evergreen trees over much of the Iberian penninsula, a narrow belt of needle leaf and broad leaf deciduous trees covering the Pyrenees, southern France and western Italy. Most of the northern and central parts of Western Europe have broadleaf deciduous trees, giving way to a region in the north and east of Germany to a mixture of broadleaf deciduous and needle leaf evergreen trees which extends into the southern part of the Scandinavian penninsula. Northern parts of the penninsula contain needle leaf evergreen which gradually gives way to stunted herbaceous plants and sparse grass on the extreme northern rim.

Soil distribution follows much the same pattern as vegetation. In general, soil distribution is divided between grey-brown podsolic soils in the northern half of France, Germany and the low countries. Spain, southern France, southern Germany, Austria, Switzerland and Italy are characterized by mountain soils areas. Podsol and weakly podsolized soils are characteristic of much of the Scandinavian mountain areas which include islands of podsolized soils, alpine meadows and tundra at high elevations.

The terrain pattern formed by mountains and outlying

The terrain pattern formed by mountains and outlying hills reveals one of the major physical assets of Western Europe. The drainage networks of Western Europe form the valuable river system. Navigable rivers make essential connections with the sea even in land-locked areas. The river systems flow in all directions. The Rhine and its tributaries, the Elbe, the Weser, the Seine, the Loire, and the Garoone rivers give inland connections to the western seaboard. The Rhine and Po rivers are southern outlets into the Mediterranean and the Adriatic. The Oder flows north into the Baltic and the Danube is an eastward flowing outlet to the Black Sea.

In much of Western Europe the natural vegetation has been long removed by inhabitants of the area; time and man's efforts have developed a modified vegetation pattern. The natural vegetation distribution includes grassland coupled with broadleaf evergreen trees over much of the Iberian penninsula, a narrow belt of needle leaf and broad leaf deciduous trees covering the Pyrenees, southern France and western Italy. Most of the northern and central parts of Western Europe have broadleaf deciduous trees, giving way to a region in the north and east of Germany to a mixture of broadleaf deciduous and needle leaf evergreen trees which extends into the southern part of the Scandinavian penninsula. Northern parts of the penninsula contain needle leaf evergreen which gradually gives way to stunted herbaceous plants and sparse grass on the extreme northern rim.

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Mineral resources are generally found in regions of the old worn down mountains. While Western Europe has an adequate range of basic minerals--coal and iron ore, it lacks many of the rarer minerals which are essential to modern technology. Long and continuous exploitation of basic mineral resources has depleted reserves to the point that in many cases, marginal deposits are being worked.

The People and Their Culture

Consideration of any region must include the people of the region. Assume that the development of different ethnic groups in Western Europe has been the result of assimilation by early inhabitants of the area of invading groups or domination of indigenous groups by invaders. The result is a group of cultures which have as many common cultural identities as they have cultural differences. Taking the period roughly at the end of the ninth century as an arbitrary point in time, it can be assumed that cultural diversity developed through internal decisions made by different groups within the geographic area, since no further invasion of an alien culture has occurred since that time.

Western Europe cultures, diverse as they may seem, generally can be identified as agricultural societies which have adopted industrialization and the benefits derived from it as their goals. Thus the difference is not so much a matter of goal orientation, but methodology and social institutions selected by various groups to achieve a more or less common goal--namely, a better level of living. Even the methodology has much in common and variations are attributable to the local milieu in which each society operates. The skill and ingenuity of each culture in coping with local conditions and adjusting their goals and aspirations to ever-changing conditions is the key to differing rates and directions of cultural maturation.

The history of Western Europe since 1000 A.D. has been one of culture conflict. Much of the region has been plagued with a long sequence of wars between constantly changing groups for control of parts of the area. Motivating factors of this intra-regional struggle have been pride, greed, economic gain, prestige, religion, control of natural resources, and ideological differences. The net result was widespread fragmentation into small areas of influence. At times strong men were capable of consolidating sizeable areas only to have them crumble into fragments with the passing of the strong men. Political concepts such as the concept of the nation state became the focal cultural rallying point. The concepts of individual freedom and democracy drastically altered the social structure and hence the political structure of European societies. The developing sense of loyalty and sentimentalism connected with the nation state led to the unification of areas, and the modern political map gradually

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Before 1500 A.D. the Mediterranean was the focal point of Europe. The City States of Florence, Venice and Genoa controlled the growing trade with the Far East and Western

Europe peripheral to this focal point. The Age of Discovery led by Portugal and Spain shifted the geographic center of influence from the Mediterranean to the Atlantic seacoast of Western Europe. This was the instigation of a long struggle for dominance in the new center of influence among the competing nation states on the Atlantic coast.

The Agricultural Revolution, The Commercial Revolution (Industrial and Scientific Revolution), and the Democratic Revolution followed in rapid succession after the Age of Discovery. These changes culminated in two world wars. These two tragic wars developed a unique phenomenon in Western Europe. Today the picture is not one of a struggle for national pride and self aggrandizement, but a serious effort to erect structures which will strenghen and give unity to Western Europe. Forces in motion now are developing customs unions such as the European Free Trade Area and the European Economic Community. The latter organization has adopted the goal of eventually expanding into a supra-national political community as well.

When Western Europe was thinly populated and most groups were vitally concerned with basic subsistence problems, culture conflict was minimal. As cultures developed appreciation for a better existence, movement and culture contact increased. Contacts were established with far corners of Europe and the East. As these contacts increased, routes began to develop to service and expedite trade. Along these routes at strategic intervals in areas that were able to support cities, important trade centers arose. These cities fell into decay about the time of the decline of the Roman Empire. Looking at Western Europe in 1000 A.D. the picture shows the gradual reemergence of these old trade centers.

The growth of cities is a very ancient phenomenon. One of the requirements for urban growth was the existence of an area of surplus production which enabled city dwellers to specialize their labor without fear of starvation. The city became the center of all specialized services that the surrounding area found necessary and desirable.

The development and growth of cities was not confined to the functions as trade or service centers. Urban centers had many beginnings. During the glory of the Roman Empire, the administration of the empire depended on focal points

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The development and growth of cities was not confined to the functions as trade or service centers. Urban centers had many beginnings. During the glory of the Roman Empire, the administration of the empire depended on focal points of influence from which the many activities of government could be directed. Many Western European cities of today have grown on the site of these early Roman cities. The site and situation of urban locations influenced the development of cities to perform specialized functions. Port cities, government centers, defense towns, University towns, Religious centers, resort towns and regional service centers

all developed in response to particular needs of their surroundings. Rural population nodes met the local requirements for protection and gratification of basic social needs. In time the physical habitat was occupied by man in keeping with the needs and values of the groups which occupied a given space.

The origin and growth of cities is a response to regional needs. While most cities developed on favorable sites, it is not uncommon for an unfavorable site to be utilized if the surrounding area creates a demand for a concentration of a wide variety of goods and services.

In a constantly changing situation, population centers flourish or decline. Old service centers may retain their function if they stay in the mainstream of circulation of goods and people. If the transportation network emerges in such a fashion that a center is off the central routes, decline and stagnation set in.

In evaluating site and situation of urban centers it is important to note that crude determinism of location of towns is erroneous. While towns may be classified as "gap towns," transport centers, port towns or any other physical site description, it is essential to understand that the importance of these physical locations is secondary. Towns are only erected when and where the inhabitants of a region decide that the physical site will be developed and what particular functions it will provide.

Western Europe is one of the world's most densely populated areas. The population figure for Western Europe in 1963 totalled just under 300,000,000. The population density (population per square mile) varied considerably. The most densely populated areas are the Netherlands--889, Belgium---773, and Britain--554. The lowest density is found in Norway--29, Switzerland--34, and Sweden--44. The intermediate range varies from Italy--320 down to Ireland's--104. The principle belt of urbanization extends from west to east from Great Britain through the low countries, northern France and Germany. (Special note should be taken of this distribution and its relationship to the intensity of industrialization and concentration of transportation.)

A significant characteristic of this population, excepting some areas of southern Italy, Spain and Portugal, is that it is generally highly skilled in the use of machinery. Over all, less than 50% of the population of

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In Western Europe cultural differences generally include language. While the difference is marked, the number of

languages used is not nearly as large as in many other regions. (Eastern Europe is the closest geographic example.) Basically there are three religious groups: Catholic, various Protestant sects, and the Jewish group. This religious difference may be classified as a common cultural sector as in most instances religion knows no political boundary in Western Europe. Most European cultures have much in common, and the real differences are not so much basic culture conflicts but the degree to which most of these groups accept, reject, or modify the basic culture structure.

The trends of population are significant. Most of the populations in Western Europe are growing, but the growth rates have considerable variation. Britain and France are faced with a prospect of an aging population. In Britain this is a special concern of the planners in charting Britain's future role in Western Europe.

The structure of political organizations in Western Europe also has a wide variation. Dictatorships exist in Portugal and Spain, democracies in Germany and France, and limited monarchies subject to Parliamentary control in the rest. The orientation of government varies between the extremes of free enterprise and complete state control of the economy. The principle of the welfare state also has a wide range of application. Political freedom is generally the rule, but exceptions are found in Spain and Portugal. Most of the countries are members of the United Nations and the North Atlantic Treaty Organization, but Switzerland belongs to neither of these groups while Sweden does not belong to the NATO group.

Western Europe has been the theater in which the role of intense nationalism reached its peak. The area is fragmented into small countries whose struggle for identity, prestige, and power kept Western Europe in a continual state of war or uneasy peace for centuries. Bits of territory were fought over, and much bitterness and national humiliation resulted from the vagaries of the fortunes of war as these fought-over territories changed hands. These European wars were a vital part of a struggle for supremacy on a world wide basis. The devastating results of World War I and II changed and rechanged the political map of Western Europe. The most important change resulting from these wars has been the realization that the course of [illegible] is a suicidal course for any nation

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The most significant event that has taken place in this century in Western Europe is the progress that has been made in developing the European Economic Community (The Common Market). This organization of the "Six"--Belgium, Netherlands, Luxembourg, France, Germany, and Italy--into a common market defies all historical precedent. It has long been recognized that national states tend to reduce the effectiveness of world wide efficiency of resource allocation as a result of the obstacles that states tend to impose on the flow of goods, labor, and capital. Economic integration on an international scale may be viewed as an effort to mitigate the effects of this condition by reducing the economic significance of political boundaries.

Economic integration is not a new idea in Europe. The Swabian League was organized in the Rhineland of the Holy Roman Empire to unify city strength against the nobility of the time but collapsed in defeat. In the northern section of the Holy Roman Empire the strong Hanseatic League developed. It was an aggressive organization of Germanic merchant towns that achieved domination over the north German and Baltic trade. The prime centers were Luebeck, Cologne, Brunswick, and Danzig among the 85 members of the League. The League's influence was felt from Holland to Prussia. It had outposts in Denmark, Sweden, Russia, and England. It was a powerful political as well as economic unit. The League Directory had power over a mint, provided for security on land trade routes, had power to vote money for League functions and had the power to declare war. The power of the League waned when the primary commercial routes shifted to the sea after the discoveries of the Americas and the all-water route to India.

The centers of trade shifted to the Atlantic ports of Western Europe. England had a very strong geographic position as the center of the trans-Atlantic trade routes which remains strong even today but was dominant through the Nineteenth Century.

The emergence of England as the dominant world trading power was achieved only through long, costly wars with Spain, Holland, and France. Access to the world's resources was the catalyst that made England the origin of the Industrial Revolution which slowly spread eastward across Europe and westward to the United States. Empire building was a concommitant achievement with commercial supremacy. England led in this respect followed by France, the Nether-

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European economies and social structures were shattered as a result of the two great wars. New centers of power in the United States and the Soviet Union emerged. In the cold war conflict of these two super-powers, the control of Western Europe was a great prize. The Soviets concentrated on absorbing European territory through Communist take-over in European states and welding them politically and economically to the Soviet Union. The United States policy of containment of communist power led to the Marshal Plan or the Organization for European Economic Cooperation (OEEC) to rebuild the war-torn European states.

As recovery gradually gained momentum, customs unions between European governments became more attractive. Benelux--a customs union between Belgium, the Netherlands and Luxembourg was the first post-war grouping. It was a modest beginning but was successful enough to encourage the acceptance of the Schuman Plan for the European Coal and Steel Community (ECSC). This unique organization saw the Benelux countries, France, Germany, and Italy all surrender some of their national sovereignty to this organization which had power to organize the production capacity and natural resources for the production of steel across national boundaries without national interference.

Encouraged by the success of the ECSC, more ambitious plans were developed for the European Economic Community (EEC). The "Common Market," after lengthy negotiations, was finally joined by the members of the ECSC. Other nations, primarily Britain and others following Britain's example, chose to remain outside and this led to the formation of the European Free Trade Association (EFTA). The prime difference between the two is that the latter is purely commercial and is dedicated to reduction of tariff barriers between members on a mutually beneficial basis, while the EEC has committed themselves to eventually expanding their economic consolidation to some form of political affiliation. From all appearances the EEC seems to be the more effective of the two in achieving the mobility of goods, labor, and capital across national boundaries with normal restriction.

The EEC has achieved an economic union which represents a productive capacity greater than the Soviet Union and second only to the United States in output. It represents

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The EEC has achieved an economic union which represents a productive capacity greater than the Soviet Union and second only to the United States in output. It represents a strong force in world economics. It remains to be seen what the eventual role of the Common Market countries may be in the world political picture.

The economies of the Western European states reflect a strong growth rate over all. Some soft spots are apparent and many problems confront all of them as they seek solutions to the role their economies may eventually assume.

A brief summary of the economic status of the Western European states may give a basic understanding of conditions in Western Europe.

Great Britain: After deciding that Britain should remain out of the EEC and press for expansion of the EFTA, a reversal of position took place. Attempts to join the EEC have been rebuffed by France in spite of the expressed desire of the other five members to admit Great Britain to the EEC. The problems Britain faced were commercial relations with the United States and the position in respect to the Commonwealth nations.

Britain's economic growth rate is low in comparison to the more vigorous continental rates. Although agriculture is a small segment of the British economy, it needs protection badly in order to compete. Many protected industries would suffer if Britain entered the Common Market. British strength is in the textile, automotive, basic steel areas and in finance. The economy is vulnerable because of dependence on imports for nearly all raw material resources. Traditional policies of avoiding continental ties and looking outward away from Europe are difficult for Britain to discard. Britain was the moving force in creating the EFTA which further complicates her joining the EEC.

Norway: The economy of Norway is based on forest products, iron ore resources, fishing, shipping, and hydroelectric potential. Norway would probably follow Britain into the EEC. Agriculture is restricted by the short growing season and makes the country a net importer of food. Norway belongs to the EFTA.

Sweden: A traditional neutral, Sweden has a strong economy based on high grade steel products and forest products which have a wide world demand. Like Norway, Sweden's agriculture is restricted by geographic location but does supply most of the national need in many products. Sweden would probably join the EEC in some associate role commercially but would hesitate to enter politically. Sweden is a member of the EFTA. Its greatest trade partners are Britain and Germany.

Denmark: The economy of Denmark is primarily based on a strong agricultural position. Since World War II a vigorous industrial growth of high quality products has been noted. Denmark is closely associated with Britain as a major supplier of dairy products. Industrial potential

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Netherlands: The Dutch have an expanding economy. Although the empire has been lost, the economy has a vigorous growth rate. Agriculture is important and represents a knotty problem in her position within the EEC membership. It represents an important export sector of the economy. One third of the agricultural production is exported. Industry is based on imported raw materials. An excellent geographic position provides excellent harbor facilities and internal waterways. Service industries (banking, trading companies, shipping, brokerage and supply firms) are important in the Dutch economy. Oil refining (Royal Dutch Shell) and electrical production (Philips Electric Co.--Europe's largest producer) have major roles in the economy.

Belgium: A member of the EEC, Belgium is poor in resources except coal. A favorable geographic location provides ports and internal waterways and access to immense overseas raw materials which have made Belgium the most highly industrialized country in Europe. Difficulties of modernization of the production capacity and the loss of the Congo have forced the Belgian government into action to revitalize industry and combat unemployment.

Luxembourg: The economy of Luxembourg is based on a well-established steel industry. Efforts are being made to diversify the economy to free it from the restrictions and vulnerability of a single factor base. Luxembourg is a member of the EEC.

France: France is a member of the EEC. France possesses well-balanced natural resources; has a favorable climate, rich soil and skilled agriculture. The industrial complex is strong, with an excellent engineering base. Saharan oil has been valuable to France. A leader in ferrous metallurgy, France ranks fifth in world steel production, fourth in aluminum; has extensive textile production and ranks third in Europe in automotive production. France is a heavy importer of raw materials for her industry.

Switzerland: Switzerland lacks mineral and other raw material resources. Agriculture is limited. This makes Switzerland an importer of raw materials and foodstuff. Switzerland is an exporter of high quality-low volume prescision products. Transportation, tourism, insurance

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Switzerland: Switzerland lacks mineral and other raw material resources. Agriculture is limited. This makes Switzerland an importer of raw materials and foodstuff. Switzerland is an exporter of high quality-low volume prescision products. Transportation, tourism, insurance, and international banking are important in the Swiss economy. Not a member of any international organization, Switzerland would accept some associate status with the Common Market, if its traditional neutrality would not be compromised.

West Germany: West Germany is the member of the EEC that is the most prosperous of any Western European state. West Germany is heavily industrialized. It has a metallurgical, chemical, textile, and consumer goods industrial

complex in the Ruhr-Westphalia complex; automotive and chemical industries in the upper Rhine region; mechanical industries in south Germany; ship building in the Bremen and Hamburg areas; automotive and consumer goods industries in central Germany; coal in the Saar and Aachen-Ruhr areas which are the most important in Western Europe. The government is actively engaged in industrial enterprise yet does not destroy free enterprise. German agriculture is not competitive and must have government support and protection. Germany imports much food.

Italy: This member of the EEC presents a double picture. The highly industrialized north presents an appearance of industrial vigor while the poor south is typified by poor under-developed agriculture. The economic growth rate is high, but as a whole the economy is plagued by unemployment. Lack of natural resources makes the entire economy dependent on imported raw materials. Strenuous efforts are being made to balance the economy.

Portugal: Portugal is a member of the EFTA and has long been tied to Britain by commercial treaties. It is a poor country and is undeveloped. Agriculture is the backbone of the economy, but it is hampered by its fragmented nature and lack of mechanization. The economy is completely controlled by the government.

Spain: Spain is almost completely isolated politically from the rest of Europe. The state reserves the right to participate in management of all economic activities. Industrial development is retarded by shortages of all essential resources except iron. Economic development is severely restricted by legislative prohibitions on foreign investment capital. The economy is weak, and prospects for improvement seem small.

The prospects for the future of Western Europe hang in the balance of success or failure of the efforts to resolve political and economic problems. It has been evident that individually states of Western Europe could exert little influence in international affairs. Faced with this prospect, the feeling of collective effort gradually gained popularity and acceptance. The evolution of the Common Market and the Free Trade Area indicates a firm commitment to more unified effort at reaching solutions to economic problems.

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Portugal: Portugal is a member of the EFTA and has long been tied to Britain by commercial treaties. It is a poor country and is undeveloped. Agriculture is the backbone of the economy, but it is hampered by its fragmented nature and lack of mechanization. The economy is completely controlled by the government.

Spain: Spain is almost completely isolated politically from the rest of Europe. The state reserves the right to participate in management of all economic activities. Industrial development is retarded by shortages of all essential resources except iron. Economic development is severely restricted by legislative prohibitions on foreign investment capital. The economy is weak, and prospects for improvement seem small.

The prospects for the future of Western Europe hang in the balance of success or failure of the efforts to resolve political and economic problems. It has been evident that individually states of Western Europe could exert little influence in international affairs. Faced with this prospect, the feeling of collective effort gradually gained popularity and acceptance. The evolution of the Common Market and the Free Trade Area indicates a firm commitment to more unified effort at reaching solutions to economic problems.

Of the two, the Common Market seems to offer the greatest hope for strength in Western Europe. In spite of the seemingly unsurmountable obstacles, much has been accomplished since World War II in economic integration. The strong commitment to political integration seems to predict some

measure of success in achieving this goal also. The reality of facing the situation and the acceptance of the necessity of surrender of some measure of sovereignty at least creates cautious optimism that Western Europe may eradicate the extremes of nationalism sufficiently to federate and create a common front that will achieve a postion of collective strength strong enough to be in a position of equality in world political and economic affairs. In the final analysis, success will be measured by the degree to which all members of the European Community are willing to sacrifice national sovereignty to the common good. It does not seem likely that any structure will be successful if the embryonic federation is in any way dominated by any single member. It must truly be a federation of equals regardless of national strength or size.